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ABSTRACT

Adult college students and nonstudents were surveyed to determine their preferences for class schedules, course offerings, and special services. A questionnaire was sent to 151 adult students (22 years of age or older), with 112 usable questionnaires returned. These students provided the names of nonstudent cohorts who were also sent the questionnaires, with 31 usable questionnaires returned. Some of the major findings of the survey were as follows: (1) about three-fourths of the students were between 22 and 34 years old, about two-thirds were married, and about half were employed; (2) the most frequently mentioned factors influencing the adult students' return to school were a realization that a degree was necessary, receiving encouragement, job dissatisfaction, and children entering school; (3) reasons for delay in entering college included family responsibility, lack of desire, lack of funds, and job responsibility; (4) about one-third of the students were interested in services such as a place to study and an adult student support group, while about 12 percent were interested in child day care; (5) the most preferred class schedule met twice a week on Monday and Tuesday in the morning; (6) the nonstudents were more likely to be married and more likely to be employed; (7) many of the nonstudents were interested in receiving a degree; and (8) a majority of the nonstudents cited cost as the most important reason for not attending college at the present time, although 66 percent of the group intend to enroll within two years. (KC)

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REPORT OF UWC-BARABOO/SAUK COUNTY ADULT STUDENT SURVEY

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Survey Highlights

The major findings of the survey can be summarized as follows:

1. The majority of the "older" students are young adults. Nearly three quarters (71.6%) of the students are between 22 and 34 years old.

2. Almost two thirds (61.9%) of the adult students are married. A much higher percentage of men than women were single/never married (41% vs. 10%). Women are more likely than men to be divorced.

3. About half (51.8%) of the students are employed outside the home. A higher percentage of men than women considered themselves unemployed (45.2% vs. 16.5%).

4. The four most frequently mentioned factors influencing the adult students' return to school were (1) a realization that a degree was necessary to achieve personal goals; (2) receiving encouragement from family and friends; (3) job dissatisfaction; and (4) children entering school.

5. A majority (57%) of the students stated that they returned to school to improve their job or career opportunities. Simply "getting a degree" was the major goal of an additional 21% of the survey respondents.

6. Students reported that they attended JWC-Baraboo primarily because it is close to home and they can work as well as study.

7. Family responsibilities and a lack of desire to attend college were the most frequently cited reasons for delaying college entry. Lack of funds and job responsibilities were also frequently mentioned.

8. About one-third of the survey respondents are interested in such institutional services as a place to study and an adult student support group. About 12 percent were interested in child day care.

9. The most preferred class schedule, for currently enrolled students, is a class which meets twice a week on Monday and Tuesday between 8:00 AM and 12:00 PM.

10. The five most frequently mentioned things adult students liked about the Baraboo Center were: (1) the small size of the campus and classes; (2) the quality of the faculty; (3) the convenience and location of the campus; (4) helpful, friendly staff; and (5) the friendly atmosphere on campus.

11. Areas which were perceived by the students as needing improvement included a wider selection of classes, more career planning services, and expanded cafeteria and library hours.

12. Members of the cohort group (members of the community who were surveyed) were more likely to be married and more likely to be employed outside the home.

13. Sixty-five percent of the cohort group were interested in receiving a bachelor's or higher degree.

14. Fifty-two percent of the cohort group cited cost as the most important reason for not attending college at the present time. Other factors considered important were: (1) courses not scheduled at appropriate times (44%); (2) home responsibilities (37%); (3) job responsibilities (33%); (4) child care problems (30%); and (5) not knowing what to study (30%).

15. More students in the cohort group preferred classes which met after 6:00 PM. The most preferred day to attend classes was Saturday.

16. Sixty-six percent of the cohort group indicated that they probably or definitely intend to enroll in college within the next two years.

REPORT OF UWC-BARABOO/SAUK COUNTY ADULT STUDENT SURVEY

INTRODUCTION

The University of Wisconsin Center Baraboo/Sauk County is one of twelve two-year campuses in the UW-Center System. The Center was established in 1968 and is designed to serve approximately 450 freshman-sophomore students.

The present project was conducted by the Wisconsin Assessment Center, a University of Wisconsin resource center, at the request of Dean Aural Umhoefer. The major purpose of the project was to gather some basic background information and preferences for class schedules, course offerings and special services. After some preliminary discussions in the Spring of 1983 it was decided that two groups would be surveyed with a mail questionnaire. The first group consisted of currently enrolled adult students, arbitrarily defined as those students 22 years or older. The second was a sample of "potential" students who were identified by the students who returned the questionnaire. Survey respondents were asked to provide the name and address of someone like themselves who were not currently enrolled in school.

Both survey forms were developed by the Wisconsin Assessment Center staff in cooperation with Dean Umhoefer and members of the UWC-Baraboo faculty. The student survey was designed to gather some basic demographic information, reasons for attending UWC-Baraboo, interest in various campus services, preferred class schedules, and the students' perceptions of the strengths and weaknesses of the UW-Baraboo Center. The questionnaire sent to the nonstudent (or cohort) group contained the same demographic questions and items related to preferred class schedules. The survey form also included questions related to educational aspirations, reasons for not participating in educational activities and educational preferences.

A discussion of the results from these two surveys is provided in the sections which follow. Tabular summaries of the data can be found throughout the text.

METHODOLOGY

A list of all matriculated students, 22 years of age or older (age calculated as of 9/6/83) was requested from the UW Center System registrar. Students attending classes through the Oxford program were excluded from survey. Using this criterion, a total of 151 students were identified for participation in the survey.

During the first week of October 1983, questionnaires were sent to the entire group of students. Approximately two weeks after the first mailing a letter encouraging students to return the questionnaire was sent to all nonrespondents. In mid-November, a third letter and replacement questionnaire was sent to all students who had not yet returned a questionnaire.

Of the original 151 adult students surveyed, 113 returned a questionnaire for an overall response rate of 74.8%. Only two surveys were returned as undeliverable. One survey was excluded from the study because the respondent indicated that he was no longer enrolled.

RESULTS

Demographic Characteristics

Demographic characteristics were collected to provide a profile of adult students presently attending the Center. In addition, several items on the survey were analyzed in relation to these demographic characteristics.

Age and Sex. As can be seen in Table 1, nearly three-quarters (72%) of the students responding to the survey were between 22 and 34 years of age. An identical proportion of the entire group of respondents was female. Within the 22-29 age range the number of females only slightly exceeded the number of

males, while nearly all of the students over 35 were women.

Respondents ranged in age from 22 to 54. The median age for men and women were 26 and 30, respectively. This age and sex profile is generally consistent with previous Assessment Center studies of the adult student in the UW System with only a slight tendency toward a higher proportion of older women.

Table 1. Age and Sex Distribution of Respondents

Age	Men (N=32)	Women (N=31)	Total (N=113)	Percentage
22-24	8	9	17	15.0
25-29	13	24	37	32.7
30-34	9	18	27	23.9
35-39	2	13	15	13.3
40+	0	17	17	15.0

Marital Status. Table 2 provides a percentage distribution of the marital status of the men and women who responded to the survey. About two-thirds of the female respondents and slightly less than half of the men were married. Only one in ten women were single compared to nearly forty-one percent of the men.

Table 2. Marital Status of Respondents (Percentages)

Martial Status	Men (N=32)	Women (N=81)	Total
Married	46.9	67.9	61.9
Single	40.6	9.9	18.6
Divorced	12.5	22.2	19.5
Widowed	0	0	0

Women students were about twice as likely as men to be divorced. The fact that female respondents tended to be somewhat older probably accounts for the higher proportion of married and divorced women.

Employment Status. Approximately half of the adult students were employed either full or part time outside the home (Table 3 below). About one-third of the men declared that they were unemployed and not seeking work compared to approximately 11% of the women. Two-thirds of the women were either employed full time outside the home or were homemakers.

Table 3. Employment Status
(Percentages)

Category	Men (N=31)	Women (N=79)	Total
Unemployed, not seeking work	32.3	11.4	17.3
Unemployed, seeking work	12.9	5.1	7.3
Employed part time	25.8	16.5	19.1
Employed full time	29.0	34.2	32.7
Homemaker	0	32.9	23.6

Present Occupational Status Slightly more than half of the respondents were employed at the time of the survey. Of the 57 students who reported that they were employed, 55 provided job titles. These jobs fell into four major categories including 1) professional, 2) technical and managerial, 3) clerical sales, and 4) semiskilled, laborer jobs.

As can be seen in Table 4, women and men were equally represented in the professional, technical and managerial areas. About two-thirds of the employed students held jobs in these areas. Job titles in these categories include a number of registered nurses and licensed practical nurses, a

Table 4. Occupational Status of Respondents
(Percentages)

Occupational Category	Men (N=14)	Women (N=41)	Total
Professional	14.3	19.5	18.2
Technical, Managerial	50	48.7	49.0
Clerical, Sales	7..	14.6	12.7
Semiskilled, Laborer, Waitressing, benchwork, Structural work, miscel.	28.6	17.1	20

marketing associate, city clerk, and a bookkeeper. In the clerical and sales areas job titles included receptionists, typists, office clerk and legal secretary. The fourth category consists of bartenders, waitresses, laborer-handyman, and a "duck" driver at Wisconsin Dells.

Distance to Campus. Students were asked to indicate the approximate one-way distance (in miles) from their residence to the UW-Baraboo campus. Table 5 provides a breakdown of these distances in five mile intervals. Over half of the adult students live within 15 miles of the campus. The average and median distance from home to campus is approximately 13 miles.

Table 5. One-Way Distance to Campus

Distance (miles)	Percentage (N=112)
1-5	36.6
6-10	7.1
11-15	17.9
16-20	20.5
21+	17.9

Factors Influencing the Decision to Enroll in College

In addition to completing the demographic and educational background questions, the adult students were asked to indicate which factors influenced their decision to reenter or begin college. Respondents were first asked to rate the extent to which the reasons listed in Table 6 were "very much," "somewhat," or "not at all" a factor in their decision to enroll at the present time. The next item asked them to indicate "the single most important" reason for not enrolling or completing their degree earlier. Respondents were also encouraged to specify "other" factors which may have prevented them from returning to school and rank them using the same criteria.

An examination of Table 6 suggests that one factor, "a realization that a

degree is necessary to achieve my goals," stands out as the triggering event for a significant majority of people. Nearly three-quarters of the survey respondents felt that it was "very much" a factor and approximately 41% felt it was the "most important" influence on their decision to enroll. Among the

Table 6. Factors Which Triggered Enrollment in College (Percentage Distribution)

Factor	Very Much	Most Important
Realized degree was necessary	74.8	41.1
Received encouragement	34.0	7.1
Dissatisfied with job	27.4	17.0
Children entered school	21.7	3.6
Funds became available	17.5	5.4
Moved to community	11.2	1.8
Obtained specific information	9.6	0
Lost job	9.6	5.4
Family or marital problems	4.8	1.8
Serious illness, accident	1.9	2.7
Other	53.7	14.3

83 survey respondents who indicated that this realization was a very important factor, seventy percent indicated (in response to item #11) that they were seeking a bachelor's or higher degree, twelve percent felt that they would obtain an associate degree, and eighteen percent were undecided about the highest degree they wanted to obtain.

Of the remaining nine factors specified in the question, no single triggering event was considered "very much" a factor by more than one-third of the respondents. For example, receiving encouragement from spouse or family was deemed very much a factor by only 34% of the adults, while job dissatisfaction (27%) and children entering school (22%) were the second and third most frequently cited triggers.

When asked to indicate the "most important" trigger, responses were scattered across the ten categories. The realization that a degree was necessary to achieve one's goal was clearly the most frequently mentioned

trigger, with forty-one percent checking this response. In addition, job dissatisfaction was the most important trigger for seventeen percent of the adult students. The remaining factors were checked as most important by less than eight percent of the students surveyed.

Finally, it is interesting to note that thirty-six (14%) of the survey respondents cited "other" triggering events. A content analysis of these responses revealed that some adult students (N=10) were prompted to enroll in college by a "desire to learn." For example, a fifty-three year old female receptionist wrote, "I just like learning and wanted to take courses that interested me." A younger, 22 year old male simply stated, "I want to learn new things."

The second most frequently mentioned "other" trigger (N=7) was related to personal enrichment. A 26 year old male wrote, "I wanted a challenge," while a 32 year old female indicated that she returned to school after she "overcame years of self doubt and feelings of inferiority." In general, the comments were quite varied, including several simple, straightforward statements like, "I wanted to go back to school," "(I had a) bit more free time," and "wanted a career in computer programming."

Why Did the Adult Students Enroll In a College Degree Program?

Goals of Survey Respondents. Previous studies have indicated that adults pursue an education for a wide variety of reasons. Students attending UWC-Baraboo, were asked, "What is the major reason why YOU decided to return to school to take college courses?" Nearly all (N=107) of the students who returned a questionnaire responded to this question. The responses were transcribed and categorized into seven major areas including to develop a new career, to get a degree, simply to learn, advance in present career, G.I. benefits, self-satisfaction, and a miscellaneous category. Because the reasons people gave for wanting to "develop a new career" varied considerably,

this category was subdivided into six specific reasons.

Table 7. Reasons for Returning to School
(Percentages)

Reason	Percentage*
Develop new career	47
To get a good (or better) job (N=15)	
Get education for specific job (N=14)	
Want a more satisfying career (N=11)	
To gain financial independence (N=5)	
Improve employment options (N=5)	
General comments (N=4)	
Get a degree	21
Simply to learn	11
Advance in present career	10
G. I. benefits	2
Self satisfaction	2
Other	8

*Based on 107 responses

As Table 7 indicates, career or job related goals were cited by more than half (57%) of the adult students responding to the survey. Some respondents expressed a dissatisfaction with their present job and wanted a more satisfying career or had decided on a specific career change and realized that a college degree was necessary to achieve their goals. Specific examples of how these career goals were expressed included the following:

> Not happy with my job because I wasn't getting anywhere. One reason my wife left (was) because money wasn't there. I figured it was time to make a change in my life. (Male, divorced, 24 years of age, unemployed)

> I enjoy working but am not able to advance in the fields I am most interested in without a degree. I would also prefer to make a better wage since I am going to work regardless of the job. (Female, married, 28 years of age, employed full time)

> I want to become a nurse very much. I love being able to help people. I have had my children and now am ready to pursue my career. (Female, married, 23 years of age, unemployed)

> My main career was homemaking and I was not stimulated by that. I've always wanted an education. I realize my job future would improve with an education. (Female, married, 38 years of age, employed part time)

So that I could get a good job and support my two children. (Female, divorced, 26 years of age, homemaker)

The second most frequently mentioned goal among survey respondents was to "get a degree." Nearly one quarter of the students articulated this goal. Many students succinctly stated, "to obtain a degree," or "realized a degree is necessary to achieve my goals."

Others provided more elaborate explanations including:

I became bored sitting at home and since we moved here I could take pre-pharmacy here and pharmacy at Madison. Pharmacy schools are not at most colleges. (Female, married, 30 years old, homemaker)

Pride. I wanted a college education. (Female, married, 36 years of age, homemaker)

This is something I always wanted to do and I'm definitely not getting any younger. (Female, married, 27 years of age, employed full time)

Approximately 11% of the adult students indicated that their goals were more altruistic. The category label "simply to learn" was used to represent this group of responses. Some of the most interesting comments were:

The move to our present community heightened the feeling of a cultural malaise. An attitude of locked-in or closed-off isolation was the push to formulate and struggle with new areas of thinking. (Female, married, 50 years of age, homemaker)

College offers an avenue to better understanding, awareness, and acceptance of life. I would like to take part in the changes and discoveries of our time. (Female, single, 30 years of age, employed full time)

Realized that I am bright and could expand my knowledge. Was very bored with everyday routine and had a great deal of curiosity and desire to learn. (Female, married, 36 years of age, employed full time)

Was interested in computers and since I'm not tied with kids and don't have a job, I enrolled in school. Figured I might as well go while I can (Female, married, 23 years of age, unemployed)

My son died, my daughter left home, marriage deteriorated, and I needed new goals in life. (Female, divorced, 45 years of age, employed full time)

Present Educational Status. The survey included a series of three questions designed to provide some basic information about the student's present educational status. A fourth question asked respondents to indicate the highest academic degree they intended to obtain.

Students' present undergraduate majors were categorized into eight categories (See Table 8). The four most frequently listed majors were in the

Table 8. Present Undergraduate Major
(N=112)

Major	Percentage
Nursing	23.0
Business	13.3
Education	7.9
Social Science	7.9
Other	7.1
Professional (excluding Nursing)	5.3
Natural Science	4.4
Arts and Humanities	3.5
Undecided	22.3

areas of nursing, business, social science, and education. These areas accounted for more than half (52%) of the majors listed, while an additional twenty-three percent were undecided. Previous studies have indicated that older students generally shy away from the "hard" sciences and tend to select majors in the human services areas. The majors of adult students at Baraboo appear to coincide with this general finding.

Table 9 provides a summary of the number of credits currently being taken by the survey respondents. Approximately one third (31%) of the men and more than two thirds (68%) of the women are attending school part time. In addition, another third of the male students but only about 9% of the female students were carrying 15 or more credits. The contrast in credit loads

Table 9. Number of Credits Currently Taking
(Percentages)

Number of Credits	Men (N=32)	Women (N=81)	Total (N=113)
0-5	18.8	27.2	24.8
6-8	9.4	22.2	18.6
9-11	3.1	18.5	14.2
12-14	37.5	23.5	27.4
15-17	28.1	8.6	14.2
18+	3.1	0	1.9

between the two groups can probably be explained by the fact that the male students were generally younger, much more likely to be single, and almost three times as likely to be unemployed.

Table 10 below provides a summary of the present class standing of the survey respondents. Ninety percent of the students classified themselves as

Table 10. Present Class Standing
(N=110)

Status	Men	Women	Total (N=110)
Freshman	68.8	55.1	59.1
Sophomore	25.0	33.3	30.9
Special	6.3	6.4	6.4
Other	0	5.1	3.6

either freshman or sophomores. The remaining students classified themselves as either "specials" or had accumulated credits beyond the sophomore level.

Highest Academic Degree Pursued. The educational aspirations of the students were remarkable considering their job and family responsibilities. Only about 12% intend to limit their degree goals to an Associate Degree.

Table 11. Highest Academic Degree Intended

Degree Pursued	Percentage
Associate	12.1
Bachelors	45.8
Masters	15.9
Doctorate	2.8
MD	.9
Other	3.7
Uncertain	18.7

Nearly one-half (46%) plan on completing a bachelor's degree. Twenty-three percent indicated that they plan to do post-baccalaureate work and the remaining 19% are undecided about their degree plans.

Why UWC-Baraboo?

Following the educational background questions, the adult students were asked to indicate what factors had prompted them to attend the UW Center at Baraboo. Respondents were first asked to rate the extent to which the reasons listed in Table 12 were "very important," "somewhat important," or "not important" in their decision to attend the Center. A second item asked them

Table 12. Reasons for Attending UW-Baraboo
(Percentages)
(N=111)

Reason	Very Important	Most Important (N=111)
It is close to my home	82.3	54.1
I can work as well as study	36.7	13.5
This college has good reputation	16.5	3.6
Offered financial assistance	13.0	.9
College has low tuition	11.9	.9
Recommended by parents or spouse	9.9	.9
Alumnus advised me	8.3	4.5
A friend suggested I come	8.2	3.6
Recommended by teacher	4.7	.9
College representative recruited me	3.7	0
Not accepted anywhere else	1.9	.9
Other		16.2

to indicate "the single most important" reason for attending the Center rather than going somewhere else.

Among the eleven reasons listed, one factor, "it is close to my home," was the predominent reason for selecting the Center. More than three-quarters (82%) of the students checked that it was a "very important" reason and more than half (54%) selected it as the "most important" reason for attending the UW-Baraboo Center.

"I can work as well as study" was a "very important" reason for more than one third of the students responding but less than fourteen percent felt it was the "most important" reason. The remaining factors listed in the question drew a "very important" response from a small minority of students. Most of the remaining reasons were checked by less than 1% of the survey respondents as "most important."

In addition to the reasons listed, approximately sixteen percent (N=18) of the adult students provided other reasons for enrolling in classes on the Baraboo campus. The bulk of these reasons fell into four categories including (1) it is a smaller campus, (2) it had the courses students wanted, (3) the campus has a cooperative arrangement with the MATC nursing program, and (4) relatives live near by the campus.

Why Did the Students Wait?

In an open-ended question students were asked to "indicate the major reason why (they) did not enroll in college or complete (their) studies earlier." Nearly all of the survey respondents wrote at least one reason and many provided more than one explanation. These comments were content analyzed and divided into eleven basic categories. Because of the multiple responses offered to this question, the percentages listed in Table 13 below represent

Table 13. Reasons for Delaying College Entry

Reason	Percentage*
Family responsibilities	49.5
No desire to attend	33.0
Lack of funds	23.9
Wanted to work	17.4
Had to work	8.3
Frequent moves	4.6
Attended tech school	4.6
Lack of encouragement	3.7
Spouse attended school	3.7
Lack of maturity	3.7
Military service	2.8
Other	2.8

*One hundred and nine students answered this question, providing 172 reasons.

the proportion of students who mentioned the specific reason listed.

The four most frequently mentioned reasons for dalaying their college education included family responsibilities, a lack of desire, lack of funds, and wanting to work. Family responsibilities leads the list of reasons for a delay, with getting married and having children the predominant themes. Examples of specific comments include:

> Family responsibilities and activities were more important than my academic interests. (Female, divorced, 45 years of age)
>
> Got married and was busy having and raising kids. (Female, divorced, 35 years of age)
>
> I decided at an earlier point in life that marriage and a family was more important; however, the marriage didn't work and I'm back in college (Female, divorced, 25 years of age)

The second most frequently mentioned barrier was a motivational one which can best be summed up by the phrase, "no desire to attend college." Twenty-one percent of the students made comments like:

> I didn't think it necessary, didn't have the desire to learn and didn't have any money--(still don't). (Female, divorced, 40 years of age)

> I wasn't ready to go to college after high school. (Male, single, 22 years of age)
>
> Was engaged in travel and adventure for a number of years, was in no hurry to settle on career. Chose different path than most." (Male, married, 28 years of age)
>
> Had no goals--no major. Not ready to settle down and study. Wanted to start earning money sooner. (Male, single, 15 years of age)

Comments regarding lack of funds were nearly always associated with marriage and/or family responsibilities. As a result, it is difficult to single out the one or other reason as the major reason for delaying college entry. Nevertheless, slightly more than fifteen percent of the adult students did mention finances as a factor, which can be exemplified by the following statements:

> I had a family to raise and not enough money to attend. (Female, married, 40 years of age)
>
> Financial reasons were initially why I left college previously. I have not returned until now as I have been working the past ten years. (Female, married, 29 years of age)
>
> I was enrolled in college, but got married and couldn't afford to finish because my husband was also attending school (Female, married, 48 years of age)

Wanting to work after high school or for an extended period of time was another theme which was frequently mentioned. For example, one man wrote:

> Because I was a structural carpenter with good experience and pay. No need to believe it could end so abruptly to change my career choice. (Male, married, 27 years of age)
>
> Got a full time job as a sec'y/receptionist before I graduated from high school and went to work full time after graduation. (Female, married, 23 years old)

The remaining reasons given included frequent moves, attending a technical school, lack of encouragement or maturity, spouse attending school and military service. The reader is again referred to Appendix A for a complete transcript of responses to this question.

Preferred Campus Services and Class Schedule

This portion of the questionnaire included a series of questions (No. 17-24) designed to elicit adult student opinions regarding selected campus services and class schedules. Question 17 provided a list of services which adult students are likely to need while attending school. Survey respondents were asked to indicate whether they were "very interested," "somewhat interested," or "not interested" in the nine services summarized in Table 14 below. The interest level for eight of the nine services was remarkably

Table 14. Interest in Selected Services
(Percentages)

Service	Somewhat Interested	Very Interested
Place to study	48.2	42.0
Get info about educational opportunities	35.7	41.1
Discuss educational or career plans	42.0	37.5
Adult student support	29.1	37.3
Tutoring	30.9	36.4
Testing for advanced standing	21.8	36.4
Career planning workshop	30.9	33.6
Financial aid information	38.5	32.1
Child day care	19.3	11.9

similar. Approximately one third of the respondents indicated that they were "very interested" in the services listed. Child day care was the only "outlier" with only about 12 percent of the adult students indicating that they were "very interested" in this service.

Course Format and Class Schedule. Preferences for type of class, the most convenient day of the week, time of day, and the frequency of class meetings were the focus of survey questions 18-24. In each case survey respondents were asked to rank the options from most preferred or convenient to least preferred or inconvenient.

Table 15 provides a summary of the type of class "most preferred" by adult students.

Table 15. Type of Class "Most Preferred"

Type of Class	% Most Preferred
Discussion	40.2
Lecture	40.2
Laboratory	11.2
Workshop	4.7
Seminar	3.7

Lecture and discussion classes were clearly the most preferred with approximately 80 percent rating these types of classes number one. Workshops and seminars were rated "most preferred" by less than 10 percent of the adult students.

The most convenient days for classes were either Monday or Tuesday. More than three-quarters (81%) of the adults who returned a questionnaire rated these two days as the most convenient. Days falling in the latter part of the week were less preferred with Thursday and Friday ranked most inconvenient by the adult students. Saturday classes were ranked most convenient by less than 10 percent of the respondents.

Table 16. Days of Week Most Convenient for Classes

Type of Class	% Most Convenient
Monday	52.1
Tuesday	28.7
Wednesday	6.4
Thursday	4.3
Friday	1.1
Saturday	7.4

Adult students also showed a distinct preference for classes scheduled during the day, a somewhat surprising finding in view of the job responsibilities of many adults. Nevertheless, 71 percent of the students currently enrolled at the Center preferred classes to meet between 8:00 AM and 12:00 PM. An additional 15 percent ranked 12:00-4:00 PM most convenient.

Table 17. Time of Day Most Convenient

Time	% Most Convenient
8:00-12 Noon	70.8
12:00-4:00 PM	15.1
4:00-6:00 PM	5.6
6:00-10:00 PM	8.5

Only about 15 percent of the students indicated that evening classes, that is, classes meeting after 4:00 PM, were most convenient.

Preference for the frequency of class meeting are summarized in Table 18. Slightly more than half of the students who completed this item preferred

Table 18. Time of Day Most Convenient

Time	% Most Convenient
8:00-12 Noon	70.8
12:00-4:00 PM	15.1
4:00-6:00 PM	5.6
6:00-10:00 PM	8.5

classes which met twice each week. Another third (32%) indicated that they most preferred classes which met three times each week. Classes meeting only once a week were ranked number one by only 16 percent of the students.

In summary, the rankings of currently enrolled students indicate that they prefer classes which are offered using the traditional discussion/lecture format. The most conveneint days of the week are Monday and Tuesday between 8:00 AM and 12:00 PM. Using these rankings, the optimal class schedule would be a class which meets during the early part of the week sometime between 8:00 AM and 12:00 PM.

Table 19 summarizes the responses to questions related to other preferences for courses. Students were first asked to indicate when they intended to take courses at the campus. Nearly all of the students indicated that they would attend school during the Fall and Spring but only about half

Table 19. Time of Year, Week and Level of Courses Preferred

Options	% Responding
Time of Year	
Summer	48.2
Fall	99.1
Spring	96.5
Weekend Courses	
Very interested	20.5
Somewhat interested	31.9
Not interested	41.6
Junior/Senior Level Courses	
Yes	73.8
No	26.2

(48%) indicated that they would take courses during the summer.

The level of interest in weekend courses was explored in question 23. Using a three-point scale ranging from "very interested" to "not interested," only thirty (20.5%) of the students who completed the survey checked "very interested." Considering the wide variety of majors and interests among adult students, it would probably be difficult to determine which course would attract a sufficient number of students to make weekend courses cost effective.

Students were then asked to indicate whether they were interested in taking junior or senior level courses. Almost three-quarters of the students indicated that they were, in fact, interested. In addition, the question included a space for students to indicate areas in which they would like to see courses offered. The most frequently mentioned areas included business (e.g. accounting, business administration, management); social science (e.g. psychology, sociology); arts and humanities (English, English Literature, journalism); health related courses (e.g. nursing, occupational therapy); physical sciences (e.g. math, "science"); and computer science.

Positive Features of UWC-Baraboo

The final two questions on the UWC-Baraboo student survey were open-ended questions. Question 25 asked respondents to list one or two things that they particularly liked about UWC-Baraboo. They were also asked to indicate one or two ways in which UWC-Baraboo could improve.

In regard to things that students like about UWC-Baraboo, virtually all (N=111) of the survey respondents listed one or more things that they particularly liked. The responses were sorted and analyzed revealing eight major themes, summarized in Table 20 below. Half of the students mentioned

Table 20. Things Students Like About Baraboo Center
(N=111)

Feature	Percentage
Small size of campus/classes	50
Quality of faculty	49
Convenience and location	37
Helpful, friendly staff	26
Friendly atmosphere	25
Campus setting	14
Library	10
Courses offered	5
Other	8

that they liked the small size of the campus and the small classes. Some students simply wrote "small" or "small classes." Others elaborated a bit more and felt that "the campus is small enough so as not to be overwhelming for someone like myself who is unsure of his ability to handle the academic situation." Another student liked the fact that "the class sizes are geared for more class participation. There can be more individual help."

About half of the respondents also indicated that the quality of the faculty was a strong aspect of the Baraboo Center. Examples of the fifty-four comments made include:

> General dedication of teachers to making education an individually positive experience.

Instructors are very helpful and encouraging.

Teachers take more time to become interested in the student successfully completing the course.

I am most impressed by the excellent teaching staff. The teachers I've had all seem genuinely interested in helping their students. They go out of their way to be available, something I think would be harder to do at a larger school.

The next most frequently mentioned strength of the Baraboo campus was its convenience and location. Students liked the idea that the campus was "close to home" and that they were "able to take courses with minimum disruption to (their) everyday life." Slightly more than one third (37%) mentioned this feature as one they particularly liked.

The helpfulness of the staff and friendly atmosphere on campus were both mentioned by about one quarter of the survey respondents. In addition to a number of comments which simply stated "friendly staff" students commented that "the people are friendly and (they) found everyone (they) have been in contact with to be very helpful" and "it's very easy to obtain help when it's needed. The staff are all very accommodating."

In regard to the friendly atmosphere on campus students comments included: "People care about each other--friendly atmosphere"; "The friendly atmosphere is really nice"; "I like the atmosphere of a small college"; and "I find the campus very enjoyable. The smaller size is very friendly."

The remaining three features mentioned included the campus setting (N=16) ("nice campus arrangement," "close together," "It's all in one area also, so there's not a lot of running around between classes."), the library facilities (N=11) ("The library is a very good place to study," and "Library: source of information and access to other UW-System libraries.") and the courses offered (N=5) ("Good variety of classes." "Good choice of classes.).

Areas Needing Improvement

Table 21 provides a summary of the comments made regarding "areas needing improvement" at UWC-Baraboo. A total of 95 students responded to this open-ended question. Comments were categorized into seven major categories.

Table 21. Areas of Improvement
(N=95)

Area	Percentage
Comments about courses	64
Comments about services	27
Rules, policies, procedures	13
Facilities	13
General positive comments	12
Staff	5
Faculty	5

Sixty-four percent of the comments concerned courses. These comments included requests for specific courses (N=11) (e.g. Spanish, psychology, data processing) and an interest in junior/senior level courses (N=6). Nine students felt that more evening courses were needed while three students wanted more classes held during the day. Summer and weekend courses were also suggested.

The most frequently mentioned comment regarding classes can be summarized by the theme "more classes in more areas." Twenty-one students felt that they "would like to see a wider selection of classes" and "would like to delay the time to transfer to Madison until (they) become more adjusted to attending school again."

A little more than one quarter (27%) of the students made comments about the services offered on campus. Students felt that more career planning services could be offered, cafeteria hours should be extended, and more tutoring services should be provided.

The remaining comments included suggestions to improve facilties (e.g.

"Build the pool': "A gymnasium for student fitness."), comments about the faculty and staff and a wide variety of comments about rules, policies, and procedures. A complete transcript can be found in the appendix.

SURVEY OF COHORT GROUPS IN UWC-BARABOO AREA

METHOD

Students who completed the survey described above were asked "to provide the name and address of a friend or associate who is similar [to yourself] in age, educational background, and home or job responsibilities, but who is not presently enrolled in a college or university program and who is not a college graduate." Fifty-two (46%) of the respondents provided useable names and addresses. After an initial mailing and two follow-ups, thirty-one people in this "cohort" group (60%) returned a completed questionnaire.

RESULTS

Because the number of respondents to this part of the survey was small, the results and conclusions may not be representative of the adults in the area served by UWC-Baraboo. Consequently, the results will not be discussed in as much detail as the student survey described in the previous section.

Section I: General Background

The basic demographic characteristics, sex, age, marital status, and employment status indicates that 80 percent of the respondents were female and about two-thirds (68%) were under thirty-five years of age. Slightly more than three-quarters (77%) were married and 20 percent were single. Approximately half (48%) of the people who responded to the survey were employed full time, one quarter were employed part time and 16 percent were homemakers. Only 6 percent were unemployed.

A comparison between the Baraboo students and the cohort group indicates

that the age and sex distributions are highly similar for the two groups. The marital status of the cohort group, however, tended to include more married and fewer individuals who were divorced. The employment status of the two groups also differed somewhat, with fewer people working full time and more people who were unemployed among the adults presently attending school.

Section II: General Interests

This section contained a number of questions related to educational aspirations and the major reasons for not participating in educational activities at the present time.

When asked to indicate the educational degrees they would like to receive in the next ten years, 11 percent were interested in receiving a two-year college degree and 65 percent were interested in a bachelors or higher degree. The fact that nearly three quarters (74%) had participated in some type of post-secondary education in the past suggests that members of this group are not new to higher education. In addition, two-thirds of the respondents felt that they had at least a 26 percent chance of achieving their educational goals.

Question 11 asked the "cohort" respondents to indicate which of fifteen reasons listed were important factors for not participating in educational activities. Cost (fees, books, transportation, etc.) was the most frequently checked "very important" reason for not attending school. Fifty-two percent indicated that this was a very important reason and 41 percent said it was somewhat important. Other factors listed by one third or more of the cohort group as very important were: (1) courses not scheduled when I could attend (44%); (2) home responsibilities (37%); (3) job responsibilities (33%); (4) child care problems (30%); and (5) don't know what to study (30%).

Section III: Educational Preferences

The questions in this final section of the questionnaire were identical to those on the student survey. Respondents were asked to rank the class format they preferred, the most convenient days of the week for taking classes, the most convenient time of day and the frequency of class meetings.

The most preferred formats for classes among the cohort group were workshop and lecture with 72 percent ranking these formats "most preferred" (thirty-six percent in each category). The most convenient day for taking classes was Saturday with 37 percent ranking it as "most convenient." Monday and Tuesday were ranked most convenient by 52 percent of the respondents. From 8:00-12:00 Noon was considered the most convenient time of day for 45 percent of the potential students while an additional 51 percent felt that 6:00-10:00 PM would be the most convenient time. Finally, classes which met either once or twice each week were the first choice of 87 percent of the survey respondents.

It is interesting to note the contrasts between the preferences of the students and the nonstudent or cohort group. Members of the nonstudent group were more likely to prefer the workshop format, which was defined as a "brief, concentrated educational program." A larger proportion of those individuals who were not currently enrolled (37% versus 7%) also indicated that Saturday was the most convenient day to attend classes. Although Monday and Tuesday were still the "most convenient" weekdays. Finally, more nonstudents indicated that 6:00-10:00 PM classes were the most preferred (41% versus 9%) and a higher percentage would like classes to meet either once or twice a week (87% versus 68%).

The general picture which emerges when comparing these two groups is that the nonstudent group would be most interested in enrolling in classes which require a minimal amount of meeting time and are scheduled during times which do not conflict with the typical 8:00-5:00, five-day-a-week work schedule.

This can be contrasted with the enrolled students who prefer a daytime, weekday class schedule. The question which the present survey can not answer, however, is whether more students or at least as many students would enroll in Saturday or evening courses if that were the only time classes were offered.

Considering the barriers cited in a previous section, it appears that individuals who attend school must frequently make a choice between continuing to work full or part time or reducing their job responsibilities to attend school. A lessening of home responsibilities including child care also appears to encourage an individual to return to school.

The next three questions, which were also included in the student survey, explored the cohort group's interest in weekend courses, the time of year they could take courses, and their interest in taking junior or senior level courses. About 20 percent of the cohorts were "very interested" in intensive weekend courses and about half (48%) were not interested. This level of interest is almost identical to that of the student respondents.

The time of year that classes could be taken included 48 percent who said they could take courses in the summer, 74 percent who reported that they were able to take classes in the Fall and 65 percent indicated that they could take a course during the Spring. This compares with nearly 100 percent of the currently enrolled students who indicated that they could take courses in the Fall or Spring. This probably reflects the fact that they see their job and family responsibilities reducing the opportunity to enroll in college.

Finally, only about half (55%) of the cohort group was interested in junior or senior level courses compared to about three-quarters of the student group. Fourteen respondents listed the areas they would be interested in taking courses. The areas ranged from computer science to psychology with no single area standing out. In fact, computer science was the only area mentioned more than once.

Among the thirty-one individuals who responded to the survey, 64 percent indicated that they were interested in completing an associate degree. An equal proportion indicated that they were interested in completing the degree entirely through either evening or day courses. The remaining third of the respondents expressed an interest in completing the degree through a combination of day and evening courses.

The final question asked the respondents to indicate the probability that they would enroll in a college or university within the next two years. Sixty-six percent indicated that they probably or definitely intended to enroll. When asked to specify under what circumstances they would enroll at UWC-Baraboo, twenty-one of the respondents provided a specific reason. Eight potential students mentioned that finance was a problem. Seven indicated that a lessening of job responsibilities would allow them to enroll and three people felt that they would attend if the right courses were offered at the right time.

RECOMMENDATIONS

Considering the overall results of the student and cohort surveys, several recommendations can be offered to the administration and faculty at UWC-Baraboo. However, the reader is urged to keep three things in mind when reviewing these recommendations. First, they are based only on the opinions of the "adult" students attending UWC-Baraboo. And, while these opinions should be taken seriously, no attempt has been made to poll the opinions of the entire student body.

Second, many of the recommendations discussed may have already been considered by the administration and/or faculty while others may need to be reviewed or expanded in view of local program policies and practices.

Third, the list of recommendations is in no way intended to be exhaustive. Both surveys were designed to provide respondents with ample

opportunity to make comments in their own words and elaborate on the questions posed in the survey. A special effort has been made to organize these free-responses into categories which should make their review interesting and worthwhile. Many respondents made a special effort to offer interesting comments and suggestions which add insight into the objective portions of the surveys. In addition, a minimal amount of interpretation is contained in the narrative which allows those individuals most familiar with the campus and its students to study the data collected and make their own interpretations.

1. Survey results indicate that many students have enrolled at UWC-Baraboo because of its accessibility and the opportunity to continue to work while going to school. These two features should probably be emphasized in any recruitment effort along with the other frequently mentioned strengths, particularly the quality of the faculty and the friendly atmosphere. The fact that a high proportion of students are over 22 years of age, employed, and successfully completing courses should also be used to encourage people in similar circumstances to consider attending the Baraboo Center.

2. Family responsibilities were the most frequently mentioned reason for delaying college entry. A lack of desire to attend and lack of funds were also cited as barriers to earlier enrollment for a significant number of students. Advertising the practical benefits of a college degree, the availability of programs, class schedules and other special services could stimulate the interest of many adults who are "just thinking" about getting a college degree. All forms of advertisement should be free of university jargon and targeted to certain groups. The demographic profile of students responding to the present survey, along with previous studies conducted by the Wisconsin Assessment Center, suggest that individuals who have had some college, women whose children are in school, men between 24-34 years old and women over 35 are the most likely to enroll.

3. Many adult students indicated that they returned to college to develop new careers or advance in their present ones. Consequently, if programs or other services for the prospective student are being considered they could include (1) counseling and other assistance regarding possible career options (e.g. the Career Planning Program offered by ACT could be administered); (2) degree alternatives which are available in whole or in part at the Center; (3) cooperative arrangements with other area institutions; (4) transfer policies between UW campuses; (5) cost and expense information; (6) complete admissions requirements and procedures; and (7) an orientation to the campus, its services and programs.

4. The class schedule preferred by the adult students provides an interesting contrast with those survey respondents who were not currently enrolled. Because individuals who are not currently enrolled expressed a greater interest in evening and Saturday courses it may be worthwhile to pilot test some high interest courses during these times. However, it would also be wise to make a special effort to get a profile of the students who subsequently enroll. For example, how many "new" students are enrolled or are students taking a course because it is the only time it's offered.

5. A significant number of adult students are employed either full or part time. And many are employed in professional, technical or managerial occupations. Therefore, it may be advantageous to implement a liaison program with local business and community organizations to develop a strong base of support. Support from these groups could include offering courses at the work site or jointly sponsored courses or certificate programs. Many employers may also provide the encouragement (psychological and financial) needed to trigger a return to school. Major

businesses and agencies in the community could also be polled to determine what services or courses would be of particular interest to their employees.

6. Finally, the adult students were asked to indicate their degree of intrest in eight specific services. While the level of interest is generally consistent across the services listed, none of them elicited an overwhelming level of interest. Previous research indicates that only a portion of the students who express an interest in a particular service will actually participate if it's offered. Assuming that about half of the students who marked "very interested" would actually use a service (an assumption which is probably overly optimistic) we could expect between 25-30 students to use the first eight services.

Another factor which should be kept in mind, however, is that five of the services (getting information about educational opportunities, discussing educational or career plans, testing for advanced standing, career planning workshop, financial aid information) would probably be used only once or twice by a particular student. Therefore, after an initial "high level" of interest the long term use of these services would probably be limited to students new to the Baraboo campus. For example, forty-five adult students (22 years of age or older) were enrolled at the Baraboo Center and had either "new" or "transfer" status. Using the present survey results to estimate the number of students likely to use a service (32 to 42 percent), we would expect no more than 15-20 adult students to use a particular service each semester.

The remaining three services, using the campus as a place to study, tutoring and an adult student support group represent ongoing types of services which could be used repeatably by a particular student. Previous

formal and informal studies suggest, however, that these services, particularly adult student support groups, are used by a relatively small contingent of students on a regular basis. For most adult students, heavy job and family responsibilities preclude the opportunity to become involved in these types of activities on a regular basis. Considering the size of the Baraboo campus adult student population on the Baraboo campus, it might be expected that about 5-10 students would become actively involved in a support group. Tutoring services in math and some natural science courses would probably be used by fewer than 10 adult students each semester.

APPENDIX A

UW-Baraboo Center Student Survey

Your cooperation in filling out this questionnaire will be greatly appreciated. The information you provide will be confidential. Please read each item carefully and mark the answer which corresponds to your own opinions and experiences.

1. Your sex: Male O Female O

2. How old are you? _____

3. Are you: O Single, never married O Divorced, separated
O Married O Widowed

4. What best describes your present employment status?

O Unemployed, not seeking work
O Unemployed, seeking work
O Employed Part time (20 hours/week or less)
O Employed Full time (21 hours/week or more)
O Homemaker
O Retired

5. Job Title (if applicable) _____

6. The approximate one-way distance from your residence to the UW-Baraboo campus is _____ miles.

7. For some period of time you were not taking college courses and now you are. Thinking back to when you decided for sure to reenter or begin college, to what extent did each of the following factors influence your decision to enroll when you did? (Please mark one answer for EACH reason.)

	Very Much	Some-What	Not at All
a. Children entered school (kindergarten, college, etc.) ...	O	O	O
b. Dissatisfied with job	O	O	O
c. Family or marital problems	O	O	O
d. Funds became available	O	O	O
e. Received encouragement from spouse, family, etc.	O	O	O
f. Lost job	O	O	O
g. Moved to this community	O	O	O
h. Obtained specific information from UW-Baraboo	O	O	O
i. Serious illness or death in family	O	O	O
j. Realized a degree is necessary to achieve my goals	O	O	O
k. Other (Please specify) _____	O	O	O

8. If you were forced to choose, which one of the factors above would you say had the MOST influence in your decision to return to school? (Please check only ONE.)

ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ ⓗ ⓘ ⓙ ⓚ

9. People attend college or pursue a degree for many different reasons. What is the major reason why YOU decided to return to school to take college courses?

10. What is your present undergraduate major? _____

11. What is the highest academic degree that you intend to obtain? _____

12. How many credits are you currently taking? _____

13. What is your present class standing?

O Freshman (0-26 earned credits)
O Sophomore (27-52 earned credits
O Special Student
O Auditor
O Other (Please specify) _____

14. Below are some reasons that might have influenced your decision to attend the UW-Baraboo Center. How important was each reason in your decision to come here? (Please mark one answer for EACH reason.)

VI=Very Important SI=Somewhat Important NI=Not Important

	VI	SI	NI
a. This college has a very good reputation	0	0	0
b. I was offered financial assistance	0	0	0
c. I was not accepted anywhere else	0	0	0
d. Someone who had been here before advised me to go	0	0	0
e. This college has low tuition	0	0	0
f. It is close to my home	0	0	0
g. A friend suggested attending	0	0	0
h. A college representative recruited me	0	0	0
i. I can work as well as study	0	0	0
j. Teacher or former teacher recommended UW-Baraboo	0	0	0
k. Parent or spouse recommended UW-Baraboo	0	0	0
l. Other (Please specify) _____	0	0	0

15. If you were forced to choose, which one of the factors above would you say had the MOST influence on your decision to attend the UW-Baraboo Center? (Please check only ONE.)

ⓐ ⓑ ⓒ ⓓ ⓔ ⓕ ⓖ ⓗ ⓘ ⓙ ⓚ ⓛ

16. You are currently enrolled in college, but have delayed your college study for one or more reasons. Please indicate the major reason why you did not enroll in college or complete your studies earlier.

_____

_____

_____

17. Are you interested in using any of the following kinds of services that might be offered by UW-Baraboo?

VI=Very Interested SI=Somewhat Interested NI=Not Interested

	VI	SI	NI
a. Use the campus as a place to study	0	0	0
b. Discuss educational and/or career plans with a staff member	0	0	0
c. Tutoring in specific subject areas	0	0	0
d. Obtaining information about educational opportunities in the area	0	0	0
e. Child day care	0	0	0
f. Testing to obtain advance standing in a program	0	0	0
g. Get information about financial assistance	0	0	0
h. Participate in career planning workshop or seminar	0	0	0
i. Returning adult student support group	0	0	0

___ ___

0 I would not be interested in using any of these services.

Please rank each of the response options in questions 18-21. A ranking of "1" would indicate that the option is the most preferred. Higher numbers would indicate that the option is less preferred or inconvenient. Please use only whole numbers and do not use the same number twice in a single question.

18. What type of class do you most prefer? (1=Most preferred, 5=Least preferred.)

___ Discussion ___ Lecture ___ Laboratory ___ Workshop ___ Seminar

19. What days of the week are convenient for you to take a course? (1=Most - 6=Least)

___ Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday ___ Saturday

20. What times of the day are convenient? (1=Most convenient, 4=Least convenient.)

___ 8:00-12 Noon ___ 12:00-4:00 PM ___ 4:00-6:00 PM ___ 6:00-10:00 PM

21. How often would you like each class to meet? (1=Like most, 3=Like least.)

_____ Once each week for 3 hours
_____ Twice each week for approximately 1-1/2 hours each session
_____ Three times a week for 1 hour each session

22. During what time of the year can you take courses at UW-Baraboo?

Yes	No	Not Sure	
0	0	0	Summer (June-August)
0	0	0	Fall (September-December)
0	0	0	Spring (February-May)

23. Are you interested in intensive weekend courses (e.g. classes meeting Friday evening, all day Saturday and half day Sunday, for three weekends) for 3 credits?

O Very Interested O Somewhat Interested O Not Interested

24. Are you interested in taking some junior or senior level college courses at UW-Babaroo Center?

O Yes, in the area of _____
O No

25. Please indicate one or two things you particularly like about UW-Baraboo.

_____

_____

_____

_____

26. Please indicate one or two ways in which you think UW-Baraboo could improve.

_____

_____

_____

_____

27. In the space below, please write the name and address of a friend or associate to whom we may send a questionnaire.

_____

_____

_____

28. In order to learn more about why people do or do not continue their education we would like to conduct a 5-10 minute telephone interview with a small number of respondents to our survey. If you would not mind talking with someone about your educational plans, please fill in the information below:

Your Name: _____

Phone Number: _____

Most convenient time(s) to be reached at the number given above:

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE!!!!

WAC:9/1983

APPENDIX B

Survey of Educational Interests

SURVEY OF EDUCATIONAL INTERESTS

Your cooperation in filling out this questionnaire will be greatly appreciated. The information you provide will be confidential. Please read each item carefully and mark the answer which corresponds to your own opinions and experiences.

SECTION I - GENERAL BACKGROUND

1. Please indicate the approximate one-way distance from your residence to the UW-Baraboo campus.

   O 0-10 miles O 26-50 miles O 101-150 miles O 201 or more miles
   O 11-25 miles O 51-100 miles O 151-200 miles O Don't know

2. Sex: Male O Female O

3. How old are you? _____

4. Are you:

   O Single, never married O Divorced, separated
   O Married O Widowed

5. What best describes your present employment status?

   O Unemployed, not seeking work O Employed Full time (21 hours/week or more)
   O Unemployed, seeking work O Homemaker
   O Employed Part time (20 hours/week or less) O Retired

6. Job Title (if applicable) _____

SECTION II - GENERAL INTERESTS

7. Mark the one item that best indicates the amount of formal education you have completed.

   O Three years of high school or less O Associate degree (college)
   O High school diploma O Associate degree (technical school)
   O GED O 4-year college degree
   O Some technical school O Some graduate courses
   O Some college O Graduate degree

8. If you had an opportunity, what educational degrees or certificates would you like to get in the next ten years? Mark the ones you are interested in receiving.

   O None O 4-year college degree (BA, BS, etc.)
   O High school diploma O Master's degree (MA, MS, etc.)
   O Certificate or license needed for occupation (e.g., electrician, beautician, real estate) O Doctor of Philosophy or Education
   O Medical degree (M.D., DDS, etc.)
   O Law degree (LL.B., JD)
   O 2-year college degree (AA or equivalent) O Other, please specify _____

9. All things considered, what do you think your chances are of achieving the educational goals you checked above?

O 0-10% O 11%-25% O 26%-50% O 51%-75% O 76%-99% O 100%

10. Are you enrolled in school or college at the present time?

O No

O Yes, full time (12 credits or more)
O Yes, part time (less than 12 credits)

O If yes, where? _____ [GO TO QUESTION #13]

11. The following list represents some reasons people give for NOT participating in educational activities. How important is each of these reasons in your decision to not participate in an educational program? (Please mark one answer for each reason.)

VI=Very Important SI=Somewhat Important NI=Not at all Important

VI	SI	NI	
O	O	O	a. Cost (fees, books, transportation, etc.)
O	O	O	b. No college close by offering the courses I want
O	O	O	c. Courses available generally didn't seem useful or practical
O	O	O	d. Courses I wanted are not scheduled when I could attend
O	O	O	e. Home responsibilities
O	O	O	f. Job responsibilities
O	O	O	g. Transportation problems
O	O	O	h. Child care problems
O	O	O	i. Don't know how to get enrolled, where to get information and so forth
O	O	O	j. Don't think teachers would understand
O	O	O	k. I don't feel I have a reason or incentive for further education
O	O	O	l. Not enough energy or stamina
O	O	O	m. A feeling that I probably could not do the work
O	O	O	n. A feeling that I am too old to go back to school
O	O	O	o. Don't know what to study
O	O	O	p. Other _____

12. If you were forced to choose the single most important reason from the above list for NOT enrolling in college or completing your degree earlier, which would it be? (Please check only ONE.)

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)

PLEASE ANSWER THE REMAINING QUESTIONS EVEN IF YOU HAVE NOT SERIOUSLY CONSIDERED RETURNING TO SCHOOL.

SECTION III - EDUCATIONAL PREFERENCES

Please rank each of the response options in questions 13-16. A ranking of "1" would indicate that the option is the most preferred. Higher numbers would indicate that the option is inconvenient or less preferred. Please use only whole numbers and do not use the same number twice in a single question.

13. What format do you prefer for classes? (1=Most preferred, 4=Least preferred.)

_____ Workshop (brief, concentrated educational program)
_____ Seminar (occasional meetings for giving and discussing information)
_____ Lecture (one or more weekly classes where information is presented to students and discussed)
_____ Independent Study (studying a topic on your own with guidance from an instructor)

14. What days of the week are convenient for you to take a course? (1=Most convenient, 6=Least convenient)

_____ Monday _____ Wednesday _____ Friday
_____ Tuesday _____ Thursday _____ Saturday

15. What times of the day are convenient? (1=Most convenient, 4=Least convenient.)

_____ 8:00-12:00 Noon _____ 4:00-6:00 PM
_____ 12:00-4:00 PM _____ 6:00-10:00 PM

16. How often would you like each class to meet? (1=First choice, 3=Last choice.)

_____ Once each week for 3 hours
_____ Twice each week for approximately 1-1/2 hours each session
_____ Three times a week for 1 hour each session

* * * * * * * * * *

17. Are you interested in intensive weekend courses (e.g. classes meeting Friday evening, all day Saturday and half day Sunday, for three weekends) for 3 credits?

O Very Interested O Somewhat Interested O Not Interested

18. During what time of the year can you take a course?

Not Sure	Yes	No	
O	O	O	Summer (June-August)
O	O	O	Fall (September-December)
O	O	O	Spring (February-May)

19. Are you interested in taking some junior or senior level college courses?

O Yes, in the area of _____
O No

20. Are you interested in completing an Associate degree?

O No, I am not interested in completing an A.A. degree

O Yes, entirely through evening courses
O Yes, entirely through weekend courses
O Yes, entirely through day courses
O Yes, through a combination of day and evening courses

21. What are the possibilities that you will enroll in a college or university course within the next two years?

O I definitely intend to enroll
O I will probably enroll
O I will probably not enroll
O I definitely will not enroll

22. What kind of courses would you be interested in taking at the UW-Baraboo Center?

a. _____

b. _____

c. _____

23. Under what circumstances would you enroll at the UW-Baraboo Center?

24. In order to learn more about why people do or do not continue their education, we would like to conduct a 5 to 10 minute telephone interview with a small number of respondents to our survey. If you would not mind talking with someone about your educational plans, please fill in the information below:

Your Name: _____

Phone Number: _____

Most convenient time(s) to be reached at the number given above:

_____

IF YOU HAVE FURTHER COMMENTS ABOUT ANY OF THE QUESTIONS ASKED, PLEASE WRITE THEM BELOW.

Finally, a sincere thank you for taking the time to complete this questionnaire. Your cooperation is greatly appreciated.

WAC:9/1983